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ABSTRACT

Authorized by the Johnson-O'Malley Act and supervised by the Washington State Department of Education, several programs have been designed to involve the American Indian in the education of his children. This 1969-70 annual report, prepared by the Superintendent of Public Instruction, presents pertinent information and statistical data pertaining to each district supported by Johnson-O'Malley (JOM) funds. A background of the programs, the eligibility of districts, and plans for additional models much broader in scope are contained in the overview. The Johnson-O'Malley Act, the kindergarten plan of operation; summer programs; Urban, Rural, Racial, Disadvantaged programs; special projects and activities in 3 additional districts; a map of JOM programs; and an appendix which lists the names of individual school districts, an identification of the program and the approximate amount expended are also included in this report. (HBC)

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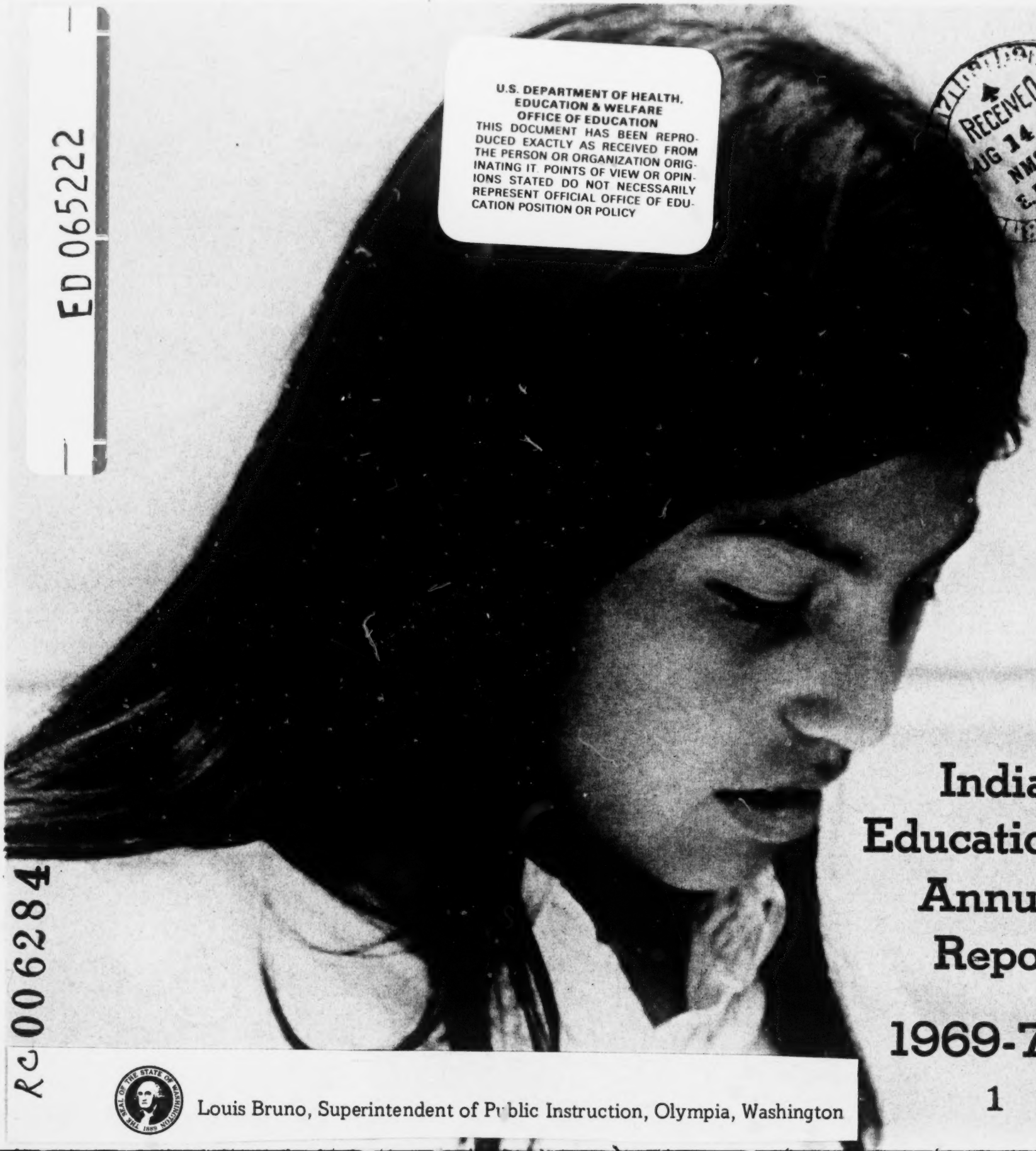

Indian Education Annual Report

1969-70

RC 006284

Louis Bruno, Superintendent of Public Instruction, Olympia, Washington

RECEIVED
AUG 14 1972
NMSU
E.R.I.C.

There's an old Indian legend
Was told long ago
It's about a special valley
And the White Buffalo.

The legend says you'll find him
If your heart is brave and true
And you treat all men as brothers
No matter what they do

I have searched for that valley
Since I started to rove.
I won't stop until I find it
And the White Buffalo,
For I know it's right to find
The White Buffalo.

—Ruby Fields

Published under the direction of the editorial and publications office.

Louis Bruno, Superintendent of Public Instruction.

Donald Hair, Assistant Superintendent for Curriculum and Instruction.

Lorraine Misiaszek, Consultant for Indian Education.

Indian Education Annual Report

1969-70

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AN OVERVIEW

Never before in our history as a nation have the voices of native Americans been joined so frequently by the voices of non-Indian Americans in pressing for changes in educational philosophy, patterns and programs.

Collectively, they are asking that public school curriculum include unbiased accounts of history; programs offering Indian culture, arts, and crafts; new teaching methodology that takes into consideration the bi-cultural conflict and its effect on Indian children in the classroom; learning experiences that can be conducted outside as well as inside the school facilities; and that Indian parents, themselves, be allowed to participate in all phases of educational planning, programming, and evaluation of programs that affect their children.

Non-Indian educators are asking for help to understand and learn about this ancient culture founded upon a profound pre-Anglo philosophy. They have expressed a desire to relate to Indian students in order that they may assist those students develop to their highest potential.

The State Supt. of Public Instruction believes that the educational system must be the bridge between these two cultures for the Indian child.

Perhaps this commitment was best stated by Dr. Chester Babcock, former Assistant State Superintendent of Public Instruction, who made these remarks in an address to the first Johnson-O'Malley Indian parent's workshop in school affairs last year.

"The goal of the State Supt. of Public Instruction," he said, "is to teach Indian children to treasure their native heritage and at the same time to become increasingly competent as active participating citizens in a multicultural society."

He also said, "... Our nation is a nation of many races, of many religious faiths, of a great variety of national origins and with each making its contribution to the total culture.

"Unfortunately, there was a time in our history when our national goals seemed to be expressed only in terms of assimilation—to make all people alike. This disregarded the contributions of all races and creeds as well as the fact that the great strength of our nation was to a large degree a product of the pluralistic society which characterized it."

In translating SPI's commitment into action, an essential first step was taken to offer Indian parents the opportunity to learn about the administrative procedures and program functions of a local school district. The first workshop was designed to cover the subject areas of school finance, federal and state programs and their funding requirements and the techniques that would be helpful in preparing Johnson-O'Malley program proposals. Parents and superintendents from 32 school districts participated in the workshop sessions.

Skills acquired from this workshop have assisted parents in making an effective impact in Indian educational programs throughout the State.

Eligible Districts

Since funds administered through the Johnson-O'Malley program must identify with the educational needs of Indian pupils attending State public schools from kindergarten through grade twelve, the following criteria was established to clarify eligibility to receive these funds:

1. The school must be located on or near Indian trust lands;
2. A significant number of Indian pupils of one-fourth or more Indian blood must be enrolled in school;
3. A Johnson-O'Malley committee of parents must be formed in the district to assist in developing programs for their children;
4. The district must consider all available sources of revenue (local, state and federal) and show a need for supplemental funds from the Johnson-O'Malley program in order to

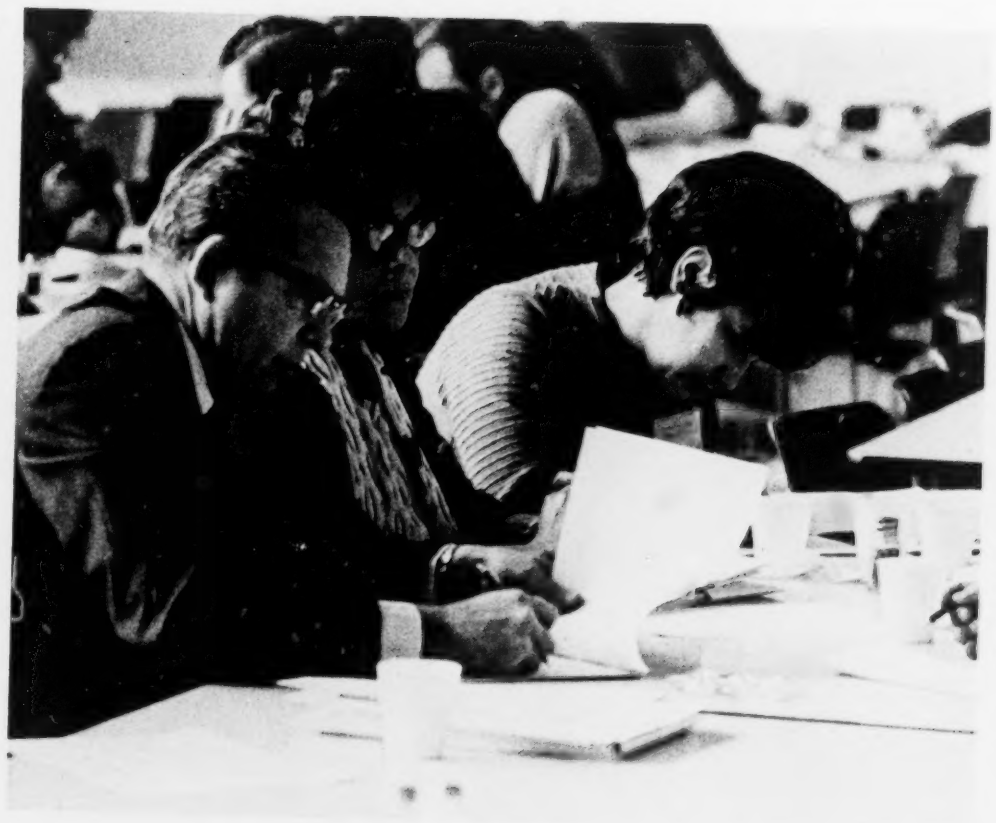
undertake a special program; and

5. The program request(s) must be submitted on a Johnson-O'Malley form with the signatures of the local school district superintendent and the chairman of the Johnson-O'Malley parent committee.

Programs conducted throughout the state in 30 of the 38 eligible districts were comprised of various supplemental and/or remedial projects. They included guidance and counseling and home-school liaison activities; teacher and tutor aides, basic skills improvement and Indian history and culture courses. There's still a basic need for providing student fees, hot lunches and materials that low income families can't afford.

School districts that are eligible to receive JOM program funds are all located in rural and isolated areas. Several districts expressed a desire to offer summer programs for school-age Indian children. Seven programs were funded to provide for varying pleasurable and challenging learning experiences last summer. Examples of these programs are presented later in this report.

Of particular significance this past year has been the development of educational models in three districts. With parental involvement as the key to planning, a method in change process was initiated in the Inchelium School District by state office personnel in cooperation with the Northwest Regional Educational Laboratory. The process is described in more detail later. Two additional models, much broader in scope, are underway in the Mount Adams and Cape Flattery School Districts.



A major effort has been made to coordinate the Johnson-O'Malley programs with ESEA Federal programs under Title I, Title II, Title III and the state programs funded under the Urban, Rural, Racial, Disadvantaged (URRD) program. With the limited amount of funds available under the Johnson-O'Malley state allocation, close coordination with these programs offer Indian students a much greater opportunity to receive a quality education on an equal basis with non-Indian students.

Johnson-O'Malley Act

AN ACT

Authorizing the Secretary of the Interior to arrange with States or Territories for the education, medical attention, relief of distress, and social welfare of Indians, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Secretary of the Interior is hereby authorized, in his discretion, to enter into a contract or contracts with any State or Territory having legal authority so to do for the education, medical attention, agricultural assistance, and social welfare, including relief of distress, of Indians in such State or Territory through the qualified agencies of such State or Territory, and to expend under such contract or contracts moneys appropriated by Congress for the education, medical attention, agricultural assistance, and social welfare, including relief of distress, of Indians in such State.

Sec. 2. That the Secretary of the Interior, in making any contract herein authorized with any State or Territory, may permit such State or Territory to utilize for the purpose of this Act, existing school buildings, hospitals, and other facilities, and all equipment therein or appertaining thereto, including livestock and other personal property owned by the Government, under such terms and conditions as may be agreed upon for their use and maintenance.

Sec. 3. That the Secretary of the Interior is hereby authorized to perform any and all acts and to make such rules and regulations, including minimum standards of service, as may be necessary and proper for the purpose of carrying the provisions of this Act into effect: Provided, That such minimum standards of service are not less than the highest maintained by the States or Territories with which said contract or contracts, as herein provided, are executed.

Sec. 4. That the Secretary of the Interior shall report annually to the Congress any contract or contracts made under the provisions of this Act, and the moneys expended thereunder.

Sec. 5. That the provisions of this Act shall not apply to the State of Oklahoma.

Approved, April 16, 1934.

AN ACT

To amend an Act entitled "An Act authorizing the Secretary of the Interior to arrange with States or Territories for the education, medical attention, relief of distress, and social welfare of Indians, and for other purposes."

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Act of April 16, 1934 (48 Stat. 596), entitled "An Act authorizing the Secretary of the Interior to arrange with States or Territories for the education, medical attention, relief of distress, and social welfare of Indians and for other purpose," be, and the same hereby is amended to read as follows:

"That the Secretary of the Interior be, and hereby is, authorized, in his discretion, to enter into a contract or contracts with any State or Territory, or political subdivision thereof, or with any State university, college, or (school, or with any appropriate State or PRIVATE CORPORATION, agency, or) institution, for the education, medical attention, agricultural assistance and social welfare, including relief of distress, of Indians in such State or Territory, through the agencies of the State or Territory or of the corporations and organizations hereinbefore named, and to expend under such contract or contracts, moneys appropriated by Congress for the education, medical attention, agricultural assistance and social welfare, including relief of distress, of Indians in such State or Territory.

"Sec. 2. That the Secretary of the Interior in making any contract herein authorized, may permit such contracting party to utilize, for the purposes of this Act, existing school buildings, hospitals, and other facilities, and all equipment therein or appertaining thereto, including livestock and other personal property owned by the Government, under such terms and conditions as may be agreed upon for their use and maintenance.

"Sec. 3. That the Secretary of the Interior is hereby authorized to perform any and all acts and to make such rules and regulations, including minimum standards of service, as may be necessary and proper for the purpose of carrying the provisions of this Act into effect: Provided, That such minimum standards of service are not less than the highest maintained by the States or Territories within which said contract or contracts, as herein provided, are to be effective.

"Sec. 4. That the Secretary of the Interior shall report annually to the Congress any contract or contracts made under the provisions of this Act, and the moneys expended thereunder."

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Approved June 4, 1936

1969-70 Johnson-O'Malley program activities in Indian education

9

Cape Flattery

During the 1969-70 school year, this district provided more counseling time for Indian students in the Neah Bay School. The elementary grades K-4 teacher-pupil ratio was lowered to below 20 pupils per teacher. An Indian Attendance-Counselor was also provided.

Results were positive in that Indian children attended school 92 percent of the time compared with 88 percent the previous year, adding 7 more days of school for the Indian pupil.

In the past year, only 5 students, 16 years old and over, were dropouts as compared with 7 who were under age 16 the previous year. Fourteen pupils were graduated at Neah Bay of which 11 were Indian. Nine of the eleven plan to go on to further training.

Cape Flattery is taking advantage of the rare findings of an ancient Ozette Indian village being unearthed by a team of archeologists from Washington State University to enhance their program. A museum display is planned to make available to pupils and the public in general the valuable items which represent the Makah Tribe's ancestoral culture for viewing and study. A portion of their JOM planning grant funds was utilized to build a display case and to employ an Indian Curator for the project. The remaining amount has been designated to employ a coordinator and program developer for the coming year's program.

Of particular significance, this school district has utilized funds from the state appropriated Urban, Rural, Racial, Disadvantaged (URRD) program to build a unique supporting program which will enhance the prospect of developing a successful model community school.

STATISTICAL DATA:

Total School Enrollment 640: Indian 212.

Johnson-O'Malley Grant: $20,000.00 (1969-70).

had been the first year of record that there has not been a single Indian student drop out from school or any transfers to BIA schools."

STATISTICAL DATA:

Total School Enrollment 5,009: Indian 199.

Johnson-O'Malley Grant: $10,440.00 (1969-70).

Port Angeles

The counselor-aide program* has set an example that many schools in the nation have followed in improving home-school relations in the Indian community prior to and during the 1969-70 school year. Unscheduled visitations to this district revealed a surprising number of extracurricular activities underway which were designed by the Counselor-Aides for the Indian pupils, and these programs have encouraged many more Indian children to become involved to a degree that school has more holding power for them.

Supt. George Ellis says, "Indian student attendance at school and the dropout rate have been our main concern since the inception of this program. This

**Lorraine Doebbler and Elaine Grinnell, counselor aides in Port Angeles, have submitted a detailed description of their jobs in this program.* *See page 22-23.*

Taholah

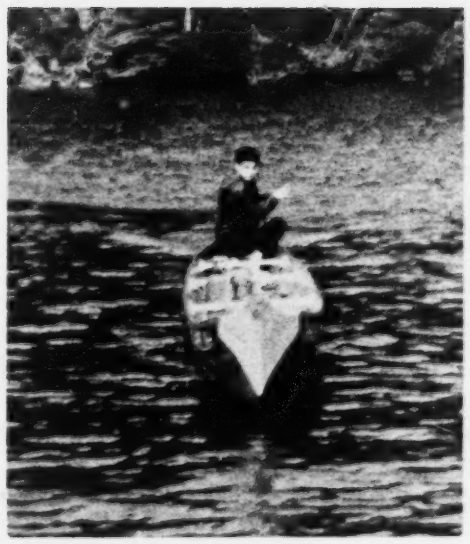
This district's educational program is perhaps one of the finest examples of a community school that reflects the thinking and wishes of Indian parents. The greatest part of the total program is supported financially through other program souces. Johnson-O'Malley (JOM) contributions consisted of making funds available for student lunches and materials for a cultural program. The kindergarten program was expanded, and additional classroom space was acquired through JOM assistance.

STATISTICAL DATA:

Total enrollment 140; Indian 139
JOM regular program grant $19,000.00
Kindergarten $4,800.00

Oakville

Johnson-O'Malley program funds were used to employ a half-time counselor, to pay for school lunches, and to assist



Indian pupils to meet student fees such as insurance costs. Remedial programs were also carried out.

A much-needed kindergarten program was funded under special JOM program funds allocated this past year. For the first time, Indian children in this school district have the opportunity to gain a year of learning experiences that many other children have already enjoyed.

STATISTICAL DATA:

Total enrollment 392; Indian 75
JOM regular program grant $10,000.00
Kindergarten $8,208.00

Auburn

This district has carried out one of the better JOM programs through the years and last year was no exception. Their use of Indian teacher aides and home visitor was most beneficial. Development of both method and materials has been encouraging, and the out-reach efforts by school personnel has perhaps been greatest in this district. When the statistical data are available, they will undoubtedly support and reflect the efforts made by the district in offering a sound educational program for Indian pupils. This district has also been very successful in coordinating other available resources to strengthen their overall efforts.

STATISTICAL DATA:

Total enrollment 8,700; Indian 170
JOM program grant $7,500

North Kitsap

This is a splendid example of a school that has successfully acquired and utilized various funding resources from both state and federal money to mount an exemplary educational program this current year to meet the needs of ALL the pupils. Their JOM program requests have always been modest and this year is no exception. However, all indications are that the coming year will demonstrate a much more effective and efficient program for Indian pupils. The 1969-70 JOM supported program consisted of a study hall for pupils located in the Indian community.

STATISTICAL DATA:

Total enrollment 3,416; Indian 139
JOM program grant $1,200

Quillayute Valley

A counselor-aide/home visitor has been employed from the Indian community. Activities

during the year have reflected a closer home-school liaison with an improved relationship resulting. The Indian pupils' drop-out ratio has been lowered considerably since the inception of the program this year. Generally, there has been a distinct improvement in attitude toward the school.

On the other hand, the school staff has demonstrated more understanding and greater concern for the Indian pupils as well as the Indian community at La Push.

This concern was well demonstrated during the summer when summer school program activities were carried out at La Push through the school district.

STATISTICAL DATA:

Total enrollment 1,230; Indian 113
JOM program grant $3,351

North Beach

A full-time counselor and a part-time aide were used primarily to work with Indian pupils. Included in the program activity were several field trips

planned to broaden pupils' learning experiences.

During the school year, a major accomplishment was realized when a base was established upon which communication between the Indian parents and school officials occurred. This improved school-community relationships immensely.

STATISTICAL DATA:

Total enrollment 724; Indian 147
JOM grant $14,128.87

Mt. Adams

The special community involvement program planned by Mt. Adams School District had six major components: 1) the individualization of instruction; 2) Indian heritage; 3) differentiated staffing; 4) vocational education; 5) health education; 6) learning resource center.

The planning team envisaged this effort as a three-year program. The support of the Johnson O'Malley funding constitutes an integral part of the program but is not expected to provide all the resources for its development. Through the federal programs typically available to school districts and through additional sources which the district has already discovered and other sources which it will continue to pursue, complementary support of the Johnson O'Malley funding will be assured. The program is described in the Special Activities section of this report.

Omak

An exceptionally good counselor-aide program has been implemented this past year. It has done much to improve the relationship between the Indian families and the school personnel. Emphasis has been on working with potential dropouts.

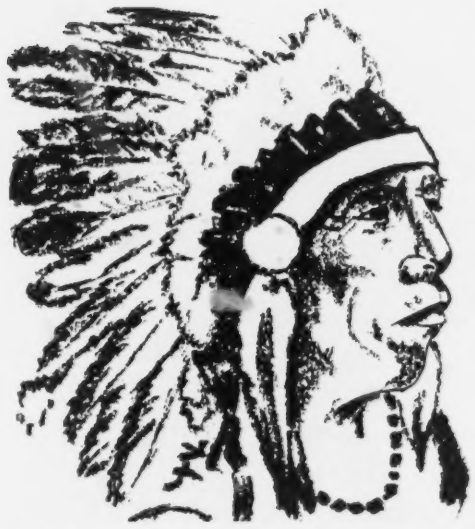
Washington State University cooperated with the district to provide a story reading program for pre-school Indian children. Teenage Indian girls were hired to read daily to these children under the direction and supervision of WSU's Department of Child Development. This project was patterned after the Cornell Story Reading program.

STATISTICAL DATA:

Total enrollment 1,662; Indian 207
JOM grant $6,434

Inchelium

The efforts to improve Indian Education from the Johnson-O'Malley grant was directed to expanding curricular offerings in this district. Emphasis was placed upon vocational education programs which were not available in previous years due to a lack of adequate school finances.



During the year, the high school's accreditation was placed on probation by the Superintendent of Public Instruction because the program fell below acceptable State standards for secondary schools.

The Superintendent staff responded to the many serious problems confronting the district by developing an opportunity for change to occur in the community. Additional funds from the JOM program were granted to the district making it possible to initiate the change process model with the assistance of the Northwest Regional Education Laboratory and Superintendent of Public Instruction staff. The process is described in the Special Activities section of this report.

STATISTICAL DATA:

Total enrollment 198; Indian 94
JOM grant $13,000

Nespelem

This elementary school district has made tremendous strides this past year in implementing and carrying out JOM programs designed to meet the most pressing special needs of the Indian pupil enrollment.

A home visitor was employed to enable parents to understand what is happening at school; to help build rapport between home

and school and to encourage parental involvement in school affairs. A teacher aide was utilized, and additional reading materials were acquired to strengthen the reading program. The music program was continued as was the food program.

Acting Superintendent Dorothy Beamer reported: "The breakfast program is one of the most effective weapons the district has found in combatting poor attendance, low energy levels, and frequent cases of undernourishment in its children. The fact that some 90 children a day eat breakfast at the school is reason enough to validate it as a necessary program for our Indian children."

STATISTICAL DATA:

Total enrollment 186; Indian 149
JOM grant $11,832
Kindergarten $6,590

Hood Canal

The program has consisted of providing a teacher aide in kindergarten who serves as a library assistant during extended library hours.

STATISTICAL DATA:

Total enrollment 414; Indian 74
JOM grant $3,296

Kamilche Valley

An elementary school, Kamilche has had no JOM programs in the past. Efforts were undertaken to provide sufficient teacher time to permit two of the three teachers on the staff to devote additional time for individual attention. Materials and necessary equipment were acquired to develop a stronger program.

STATISTICAL DATA:

Total enrollment 63; Indian 21
JOM grant $4,730

Klickitat

The program here has been very modest, stressing guidance and individual attention for Indian pupils. However, contact

with the superintendent indicates that there is concern about the Indian pupils and how their needs might better be met. Parental involvement has started on a small scale this past year and the coming year shows promise that more effort will be made to improve both method and subject matter to enhance the educational program in this district as it affects Indian children.

STATISTICAL DATA:

Total enrollment 320; Indian 27
JOM program grant $2,950

Oroville

The program objective has been identified early in the school year: to enroll Indian children whose parents are employed seasonally in the local orchards. The home-visitor assisted in this activity and further efforts were made to develop rapport between parents and the school. Parents were encouraged to become actively involved in school planning programs relating to their children. This past year was the district's first effort to implement a special supplementary program through JOM funding.

STATISTICAL DATA:

Total enrollment 1,023; Indian 75
JOM grant $1,955

Cusick

Attention has been focused upon providing increased help on an individual basis for Indian pupils. Two teacher-aides have been utilized in this capacity. A kindergarten program was initiated this year through funding from the State's Special Kindergarten Allocation.

STATISTICAL DATA:

Total enrollment 330; Indian 42
JOM grant $6,621

La Conner

During the past year, the home visitor program has been continued reflecting attendance improvement and high completion ratio. Through Johnson O'Malley program assistance, the pupil-teacher ratio has been lowered in kindergarten classes. This contributed significantly in broadening children's experiential background for beginning reading instruction.

A non-graded reading program was conducted in grades one to three which attempted to provide a success-oriented experience for Indian children. The pupil-teacher ratio was lowered to provide more individualized attention in this program.

STATISTICAL DATA:

Total enrollment 464; Indian 90
JOM grant $14,800

Marysville

The programs carried out in the district schools through

Johnson O'Malley (JOM) funding were continued this past year. At Tulalip Elementary School (on the Indian reservation) the breakfast program was assisted by a cook aide.

Program objectives underlying the total effort stressed cooperation with other federal projects which were designed to upgrade the health, social, economic and cultural status of Indians; to provide trained counselors who would work with elementary, junior high and high students, assisting students to gain employment and act as liaison between home and school. A continuing cultural enrichment project emphasized the development of existing and past Indian lore, art, stories, basketweaving, pottery making, leather work, carving of totem poles, bead and blanket work.

STATISTICAL DATA:

Total enrollment 5,395; Indian 268
JOM grant $19,636

Columbia

This district conducted a modest JOM program the past year. Included in their program was a music component in which the Indian pupils participated very successfully. The provision of free lunches for Indian pupils comprised the rest of the program. With the formation of a JOM Parent Committee, much greater involvement in planning is anticipated and will be reflected in future programs.

STATISTICAL DATA:

Total enrollment 200; Indian 56
JOM grant $4,000

Mary Walker

An effort was made to provide adequate nutrition through breakfasts and lunches for Indian pupils. At the high school level, a teacher was provided a free period to work with pupils to improve their achievement and attitudes about themselves. Teacher-aides were utilized in the elementary grades to assure time for teachers to work individually with pupils needing special help.

STATISTICAL DATA:

Total enrollment 271; Indian 43
JOM grant $7,500

Wellpinit

Program funds provided low priced or free lunches to students. Further research and development of the Indian History and Culture course was continued this past year and deemed highly successful. The Indian oriented art program was improved and expanded to include

exhibits, and curriculum improvement in all areas was carried out under the JOM program. A physical culture program was initiated and equipment provided to implement the course. Attention was directed toward reducing class loads by providing additional assistance to teachers in their daily programs. Educational field trips were subsidized for all students, and one trip was described elsewhere in this report.

Success of this program is indicated from the following data: Academic achievement levels rose in every case according to teachers, counselors, parents and students. The attendance rates improved for Indian students from 86 per year to 101 last year. The number of Indian dropouts was reduced from 7 per year to 3 last year, and the number of re-enrollees increased from 4 to 11. The number of Indian graduates going on to further education or training increased from 1 to 4 last year. The number of parent conferences with administrators rose from 87 to 131 in the past year.

STATISTICAL DATA:

Total enrollment 142; Indian 122
JOM grant $9,278

Yelm

The JOM program in this district comprised providing free lunches to Indian students and employing a Counselor-Aide. An inservice program was carried out to orient all staff and other educators in the area to Indian culture. A summer program for Indian children was also con-

ducted. A further description of the summer program is included in this report.

STATISTICAL DATA:

Total enrollment 1,428; Indian 72
JOM grant $8,041

Ferndale

During the past year, lunches were provided for all Indian kindergarten youngsters, and free lunches for those who could not afford to buy one under either the regular or reduced price program. The study center on the reservation was maintained. Instructional materials, coordination and supervision for utilizing volunteer workers and college students from Western Washington State College as tutors was programmed to make the study center more functional. A counselor-aide from the Indian community was employed to serve as liaison between homes and school and to coordinate programs between the college, school and the Lummi Educational Center.

STATISTICAL DATA:

Total enrollment 2,602; Indian 326
JOM grant $12,000

Mount Baker

Program emphasis had been providing hot lunches for Indian students. The balance of funds was utilized to provide instructional materials, fees, and equipment to insure that Indian pupils could participate fully in school activities that a lack of finances would not have made possible.

STATISTICAL DATA:

Total enrollment 1,224; Indian 58
JOM grant $4,503

Nooksack Valley

The Johnson O'Malley program last year was similar to the neighboring district's program. The first priority was placed upon providing free lunches to Indian students, with the balance of funds utilized to make instructional materials, fees, and equipment available without cost to Indian pupils. It should be noted that the economic level of Indian families in this area is very low, thus the priorities were concentrated in areas that required a cash payment by the students.

STATISTICAL DATA:

Total enrollment 1,118; Indian 50
JOM grant $2,245

Granger

The district continued employment of a talented Indian artist this past year. In addition to his activities relating to the development of slide presentations about Indian legends, Mr. George counseled with students and assisted them in developing skills in the various art forms. An attendance officer made contact with every pupil who was absent from school during the year. Students demonstrated a high degree of enthusiasm about the art and culture classes presented

by Mr. George. The materials developed may be reproduced for curriculum use elsewhere when they have been reviewed by the State Office of Public Instruction as agreed at the beginning of the year.

STATISTICAL DATA:

Total enrollment 1,199; Indian 124
JOM grant $9,820

Toppenish

Program objectives concentrated on two areas. Nursing services for Indian students were provided with the JOM grant contributing two-thirds of the costs. Half of the working time of an attendance officer was included in the district's program this past year.

STATISTICAL DATA:

Total enrollment 2,884; Indian 322
JOM grant $10,382

Wapato

The program conducted during the past year in this district was an outstanding example of insight into the educational problems of Indian students and the application of remedial and supplemental programs developed to meet these needs. A school principal was designated as program coordinator. He assisted teacher aides, home-school visitors and school counselors in utilizing their time and activities more effectively. Home-school liaison was emphasized throughout the year.

The Wapato district carried the administrative tasks of two major summer programs for Indian children in the entire area. These programs will be described elsewhere in this report.

STATISTICAL DATA:

Total enrollment 3,046; Indian 541
JOM grant $73,300

Coulee Dam

A home-visitor was employed to encourage better attendance, and an automobile mechanic was employed to offer students an opportunity to develop their skills in this area. Two teacher-aides were employed, and a curriculum program was expanded in local Indian cultural arts and crafts.

These activities reflect the district's efforts to lower the drop-out ratio, improve attendance and to create deeper interest in the school program. Supt. Arnold Luiten states, "Our home visitor did an outstanding job in working with parents. She developed a feeling of confidence with the Indian families, which does not come easily. Very worthwhile—attendance improved."

"Our crafts program was an area of motivation and improved the general attitude regarding school in general. We are continuing this program with district funds. Many students worked in areas of their culture and re-created interests in some of the crafts and art work of their tribe."

STATISTICAL DATA:

Total enrollment 739; Indian 191
JOM grant $8,770

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Footnotes

Our main responsibility is the Indian Student. All student and parent information is confidential. Counselor-Aides are in contact with every school building and are available by call. We base out of Stevens Junior High School. The School District has 7 elementary schools, 2 junior high schools and 1 senior high school. Total enrollment is 5,174.

I. DUTIES:

1. *Become acquainted with the school and program.*

2. *Meet with faculty and inform them of our program.*

   a. *Availability*
   b. *Where we are based and can be contacted*
   c. *Call at any time*

3. *Contact students in each school.*

   a. *Help students on schedules*
   b. *Bus problems*
   c. *Absentee problems*
   d. *Problems they feel*
      (1) *Parent*
      (2) *Teacher*
      (3) *School (social)*
      (4) *Studies*
      (5) *Fees*
      (6) *Jobs*
      (7) *Recreation*
      (8) *Money problems as to material-equipment*

4. *Arrange tutorial help if needed*

   a. *Study Hall*
   b. *Study at home*
   c. *Reading problems (Arrange to have someone come to school and help)*

5. *Resources available as to higher education-vocational schools*

6. *Observe in classroom*

   a. *Teacher relationship*
   b. *Students and Indian relationship*
   c. *Students' performance*

7. *Check school schedule and get complete list of our students*

   a. *Grade*
   b. *Address*
   c. *Parent's name and phone number*
   d. *Any other informational needs that may be helpful*

8. *Contact Bureau of Indian Affairs*

   a. *Education Specialists*
   b. *Scoial Workers*

II. HOME VISITS

1. *Contact Indian parents about our program*

   a. *How they can use us*
   b. *Where to contact us at any time*
   c. *Feel free to call and come visit us at our office*

2. *Inform parents of meetings helpful to them*

   a. *Superintendent's meetings with Indian parents*
   b. *Programs to get involved in as Community Action*
   c. *Title I Committee*
   d. *Tribal Education meetings*
   e. *Minority group of Citizens' Advisory Group*
   f. *Human Relations Commission*
   g. *Small Tribes of Western Washington*
   h. *Bureau of Indian Affairs programs*
   i. *Parent-Teacher Associations*

3. *Encourage parents to get students involved in school activities and summer programs*

   a. *Youth Conference*
   b. *Upward Bound*
   c. *Project Catch Up*

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d. *Indian Summer Cultural Programs*
e. *Pre-college Conference*
f. *Stop-Drop*
g. *Junior Leaders*
h. *Drill Team*
i. *Head Start*
j. *Neighborhood Youth Corps*
k. *Boy Scouts*
l. *Bluebirds–Girl Scouts*

4. *Set up conferences with teachers, counselors and principal if necessary*

5. *Inform or set up appointments for medical, dental, optical reasons (as to absentees)*

6. *Set up programs for better relationship with school-parent-student-home*

   a. *Dinners on reservation*
   b. *Teas*
   c. *Meetings*

7. *Contact former dropouts and encourage them to take advantage of school–G.E.D. course–vocational–jobs*

III. *COMMUNICATION CONTACT: We work very closely with other agencies*

1. *Welfare Department (Foster children–A.D.C.)*
2. *Bureau of Indian Affairs*
3. *Community Action Program*
   (a) *Neighborhood Center*
   (b) *Credit Union*
   (c) *Resources*
4. *Tribal Contact*
5. *County Health Department*
   (a) *Community Health Representative*
6. *Employment Security*
7. *Public Agencies*
8. *Service Clubs–give talks about our job, problems*
9. *School classrooms–give talks about our job, History–English*

10. *Church Groups–talk about our job–problems–better communication with Indian community*
11. *Vista–Contact anyone who may be interested in getting involved*

We attend many meetings, workshops and conferences concerning Indian education.

COMMITTEES WE SERVE ON

1. *Community Action Board Education Committee*
   (a) *Vice-Chairman–Executive Committee*
2. *Human Relations Committee*
3. *Title I (local and state)*
4. *Tribal Education Community*
5. *Minority Groups–Citizens' Advisory Group*
6. *Small Tribes of Western Washington*
7. *Delegate for Tribe (conference)*

This past school year saw five new kindergartens established under a special kindergarten grant from Johnson O'Malley program funds. School districts financially unable to undertake kindergarten programs due to high transportation costs, etc., applied for and received funds through the Johnson O'Malley program under the following guidelines.

Kindergarten plan of operation (Johnson-O'Malley)

Participation in the kindergarten program at the various public schools should be directed towards these general goals:

1. Socialization – to have experiences designed to help the Indian child make the transition between his home and family and the less familiar world of school and other adults and other children.

2. Skill development – to have experiences designed to help the Indian child to discover, organize, classify, accept and reject and then make choices.

3. Health services – to have experiences designed to help Indian children identify a variety of wholesome foods, to eat with others comfortably, and to secure routine health services from available staff.

More specifically, the objectives of the kindergarten program can be identified as follows:

1. Socialization
   a. Involve Indian parents in the planning and day-to-day program of the kindergarten to increase home-school communication.

   b. Include materials and processes from the local Indian culture in the educational program to show cultural similarities and differences.

   c. Improve attendance record of all attendant children.

   d. Teacher control of the classroom that stresses student initiative in activities designed for the classroom and outside.

2. Skill development
   a. Develop language competency and communication skills.

   b. Increase student skills in numbers, size and shape manipulation and recognition.

   c. Experience and identify natural and physical concepts in the world about them.

   d. Experience aesthetic values in music, art, stories, and dance.

3. Health services
   a. Develop a program of personal health care.

   b. Develop and promote a lunch program that involves both child and family.

   c. Secure services of available health personnel in both remedial and preventative health care for children and family members.

The kindergarten program is a program for more than just the child. The education of the child is directly influenced by the environment of the home. It, therefore, is important that parental involvement is solicited during the school day and during the time that the child is away from the confines of the classroom. Close contacts between school and agency health and attendance staff members will help the kindergarten child to make a successful transition from his home environment to that of the "other world."

The Kindergarten Program

Organization of kindergartens under the JOM program will be conducted under the definition of a "unit." A unit shall consist of an average daily attendance of 30 pupils attending in two half-day shifts (one morning and one afternoon session) with an average of 15 pupils during each shift. A maximum of 40 pupils may be registered in a unit and a minimum of 20 pupils must be registered to comprise a unit. If there are less than 20 pupils but more than 8 pupils, a half unit or a single half-day session may be organized and budgeted for. Teacher aides should not be programmed for a single half-day session of less than 20 pupils unless the aide is from the local Indian community. 10/14/70 (Contract mod.)

Each kindergarten unit may budget for necessary expenses under the following headings. Costs not applicable or not necessitated by the operation of a kindergarten should not be included. Available revenue from local funds, county funds, state aid, and other federal sources must be applied before determining the net amount requested from JOM.

a) Salary of teacher, including benefits
b) Salary of teacher aide, including benefits
c) Bus transportation
d) Classroom equipment (1st year non-recurring)
e) Supplies and equipment (annual recurring)
f) Rental of facilities
g) Building maintenance
h) Utilities
i) Meals for kindergarten children
j) Program evaluation
k) Other related expenses

All kindergarten programs, whether a full unit or a half unit, must be under the supervision of a qualified teacher. Additional staff, such as the teacher aide, if all or part of her salary is funded under the JOM program, should be of Indian background and qualified to assist the teacher and the pupil to make the transition from their home experiences to the school experience.

The daily program of kindergarten children funded under the JOM program should be especially adapted to include

the methods and materials related to the child's home background. This program should be flexible so that children have time to discover, experiment, and to explore, to work leisurely alone or in groups and to learn from experiences in the Indoor classroom as well as the Outdoor classroom.

Although it is presumed that the kindergarten program begin and end at the same time as other primary units operated by the school district, local school officials should be free to operate JOM kindergartens in a flexible manner. Needs of the community, parents, or the children may be better met by operating certain programs or certain portions of the program in a different sequence or time schedule than the traditional school day.

This may also be construed to permit the inclusion of Indian children whose maturity would permit them to benefit from the kindergarten program without replacing or interfering with the educational growth of other kindergarten children.

Heavy reliance on parental cooperation and involvement in the kindergarten program should help determine such changes in curriculum content and time schedules. Parental involvement in matters affecting Indian children should be on an individual basis as well as on a more organized basis such as JOM advisory committees with the school administration or Indian committees meeting on a regular basis with the school staff. It is recommended that tribal committees on education be in direct contact with the school administration in school districts enrolling kindergarten children from such tribes.

Contractual safeguards

Requests for JOM funds for the operation of kindergartens must originate at the local school level. These requests should be submitted to the State Department of Education of the respective states and contain the following information:

a) Name and location of school district

b) Numbers of: kindergarten-aged children to be served
Indian children (kindergarten-aged)
non-Indian children (kindergarten-aged)
units of kindergarten planned

c) Itemized costs for the operation of the planned kindergarten

d) Available funds from: local funds, county funds, state aid, other federal sources including JOM funds (non-kindergarten)

e) School district financial status: assessed valuation, local levy, special levies, and average levy for state

f) Current school budget

g) Computation of line items in budget that show kindergarten costs that are in excess of available revenue from local school district budget

Copies of requests for JOM funds will be forwarded to the Portland Area Office, Bureau of Indian Affairs by the State Department of Education official designated as the agent responsible for this aspect of Indian education.

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Primary responsibility for the operation of kindergartens funded in whole or in part by JOM monies lies with the local school district and the State Department of Education of that state. The Bureau of Indian Affairs, starting with the Area Office that is assigned to that state, is also directly responsible for the proper expenditure of JOM funds. The Bureau of Indian Affairs, through its Agency, Area, or Central Offices, must have access to information at the state and at the local level so that it can properly carry out its responsibility regarding kindergarten programming, operation, and fiscal accounting under the JOM program.

Requests for payment of JOM funds for the operation of kindergartens should be made for each state by the State Department of Education official designated by the State Superintendent. These requests may be in voucher form or in letter form and may be submitted in total or as partial payments (four or less) for services, equipment, and supplies. All requests will be submitted to the Portland Area Office, Director of Education for processing.

Evaluation procedure

Kindergartens funded under the JOM program must be evaluated according to the stated objectives of the program. Clearly stated procedures specifically designed to provide some empirical evidence of both cognitive and effective learning must be an integral part of the JOM kindergarten program. Funds for evaluation are available and should be included in the request for program funding.

Evaluation plans for the kindergarten program may be included in evaluation procedures for other programs but must include identifiable measures or studies applicable to kindergarten children attending JOM supported units. Records of individual students, before, during, and after the kindergarten experience should be planned for and developed so that each of the three general goals: socialization, skill development, and health services are identified. Records such as tests, case studies, attendance and health records, progressive examples of a child's work and documentation of parental involvement and staff evaluations are essential evaluation materials and should be accumulated in an organized manner by every unit. Additionally, the services of outside consultants and other school personnel skilled in evaluative procedures should be included.

It is recognized that each JOM funded kindergarten may stress differing objectives, and that these objectives would call for differing evaluation instruments. Each school district, therefore, should establish an evaluation procedure designed for their own program, utilizing all the resources available to them.

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Wapato Summer Program

Involvement in setting their own goals and opportunities to claim for themselves portions of their cultural heritage helped to give Yakima Indian youth in Wapato summer high school new reasons for not dropping out of school.

Forty students spent 30 days in a different kind of learning situation. And, judging their evaluation responses at the end of the program, an overwhelming number of them will return for a second summer if a similar program is offered in 1971.

Students were free to choose their teachers, they framed their own learning objectives and they measured their own achievement. Many demonstrated six months' achievement growth in science, history and art. At the end of the summer session, most demonstrated knowledge of a 200-word vocabulary in the Yakima language.

The Yakima Indian youngsters evaluated current instructional materials in U.S. and Washington

history, and they listed inadequacies before going on to the development of learning packets that revealed an awareness of and pride in the historical role of the Yakima tribe.

Attendance was voluntary and high; there were teacher reports of greatly increased student participation in classroom activities.

Teachers learned, too. They improved their skills for identifying problems of concern to Indian students. They located and used relevant materials from agencies and organizations, and they developed packets of materials that will be available to other schools with Indian high school students.

High School Activities for Yakima Indians

Early in the present century the American Indian began to pay heed to the strange teachings of the white man and searching the record, he read some gross distortions about himself, his history and his culture, which affected his children as well as those of the white man.

As far back as 1927, an Indian organization known as the Grand Council Fire of American Indians made a plea to the white man that as he taught the school children about America, he would also teach them the truth about the First Americans.

The Indian has long been hurt by the unfair books that have been written about him. He has asked only that his story be told in fairness. He does not ask that we overlook what he has done,

but rather that we understand it. Though many have attempted, in their own small way, to pay heed to this plea of the Indian, little has been done to make it possible for him to take a worthy place in society or recognize his contributions to the historical growth of this nation.

Only recently, as a result of a special emphasis being placed on the problems of the minority groups of this country, has attention been directed toward the needs of providing the American Indian the opportunity of regaining his dignity as a worthy member of American society.

For the first time such an opportunity is being offered in the Yakima Valley to a group of Indian high school students. This opportunity is being offered in the form of a six-week summer program for Indian students from Wapato, Toppenish, Granger, and White Swan, who, with their parents, will play an important role in the planning, participation, and evaluation of this program.

Individual needs will be met by making it possible for Indian students to make up credit deficiencies or earn credits in areas of special interest. The program also welcomes Indian students home for the summer from boarding school.

The students will demonstrate their capabilities, 1) by developing their own performance objectives for the course, 2) by developing relevant Indian History materials, and 3) by assisting with the evaluation of the program with respect to the degree in which they feel they were able to attain their objectives.

These Indian children attended classes for half a day each Saturday during the school year. History of the Spokane area, as known by tribal elders, was taught to them.

Important components were: a theme of cooperation with society, counseling and teacher training.

Raymond Covington, full-blooded Colville Indian and formerly on the staff of the State Department of Employment Security, served as liaison between children, families and the school system.

In the spring a five-day workshop was conducted for 30 teachers, counselors and administrators. At the end of the year, children were taken on a full-day field trip to visit three local historical sites.

Camp Chitwin Summer Camp

Two hundred and eight boys and girls from the Quinault Nation participated voluntarily in the Camp Chitwin summer education program at Eagles' Lake, a "forest classroom" 26 miles from Taholah near the Pacific Ocean.

Children from pre-school age through twelfth grade attended the six weekly sessions. Emphasis was on experience, not academic study. And observers and evalu-

ators were unanimous in their praise of the child-centered learning experience strategy used by staff members.

During this second season of operation the camp also invited Indian children from Queets and other nearby communities to participate; however, turnout was small.

Although Johnson O'Malley funds financed the program this year, donations of time and materials have made the camp possible. Help came from many quarters, including Sani-Safe Corporation of Tacoma, Weyerhaeuser Foundation, Bureau of Indian Affairs, Fort Lewis (GSA), Neighborhood Youth Corps, Youth Opportunity Program and many individuals.

Education at Camp Chitwin involved the total experience of each child. The process approach to reading, science and art depended primarily upon learning by doing.

Auburn Program

Operation Know-How was a six-week summer school program for Muckleshoot Indian children in the Auburn area (south of Seattle). Classes were at Chinook Elementary.

Purpose was to give the 95 youngsters enrolled an educational boost for the coming school year, with major emphasis on reading and mathematics.

Dan Iyall of the State Office of Public Instruction studied the program to make suggestions for improvement, but instead reported: "This is truly a model program that simply breathed with vitality, enthusiasm, purpose, planning, educational resources and growth. . . . Attendance was nearly 100 per cent, and pupil-teacher relationship about seven to one."

Classes were conducted from kindergarten through grade six. In addition to math and reading, enrichment-type extras included music, tribal language, leathercraft, weaving, Indian dancing, swimming and field trips.

Teachers and aides reported attitudes toward learning and participating were changing for the better during the program.

CWSC Workshop

"They felt they not only gained a keener insight into Indian culture, but also an awareness of the Northwest Indian tribes, the reservation system, Indian life styles and the legal status of the American Indian," says an evaluation report of a two-week institute last July 20-August 7 (1970) in Toppenish.

The institute was for 36 selected teachers of Indian children. It was financed with Johnson O'Malley funds and co-sponsored by the Center for Migrant and Indian Education, Central Washington State College and the State Office of Public Instruction.

Participants earned eight graduate credits.

Workshop activities included resource persons who spoke, group discussions, independent study, panel discussions and field trips (Camp Chaparral, White Swan Community Center, Head Start and a furniture factory; Yakima Indian agency and the Satus Longhouse.)

Objectives and results of the institute were many, according to the evaluation. Among them: (1) increased sensitivity to the cultural values and traditions of Washington Indians, and (2) increased skill in identifying problems and teaching among Indian children.

According to evaluation interviews, the development of rapport and awareness in all participants "was tremendous."

URRD Program Summaries

Taholah, "Indian Education Plus"–$30,117

The purposes of the project are to:

1. Utilize a particular speed reading approach in an attempt to increase speed and comprehension in reading in two experimental classes.
2. To provide for more community input in the teaching process.
3. Involve students in their physical, social, economic, and political environment.

Port Angeles, "Clallam Indian Heritage Through Language"–$2,257

A project designed to engender in Clallam Indian children a pride in their own history and heritage through the study of Clallam language and folklore.

Auburn, "Muckleshoot Indian Talking Library" –$2,500

To prepare and produce video tapes, audio tapes, slides and film strips of the heritage, culture, and legends of Puget Sound Indians with particular emphasis on the Muckleshoot Indian Tribe.

*Tacoma, "Heritage of the Nisqually and Puyallup Indians"–$2,500

With the use of a questioner (Mrs. Maiselle Bridges) and a tape recorder a record of the heritage of the Nisqually and Puyallup Indians will be gathered by interviewing elderly tribal members. The results will be compiled into a form usable by local schools, tribal members and colleges.

Yelm, "Nisqually Indian History and Cultural Heritage Class"–$2,144

The Indian children and parents of the Nisqually community will meet together every Tuesday night for the coming year to learn and discuss their history and cultural heritage. This class will be taught by an Indian teacher in the Indian method of each person helping each other, with participation of Indian people of all ages.

*Sequim, "Improvement of Jamestown Indians Achievement and Participation"–$2,475

Project is to help Jamestown Indians to increase their school and community participation and achievement. To work to this, the proposal is planned to bring the Indian student a positive change in attitude toward his Jamestown Indian heritage.

Oakville, "Chains of Prometheus–Broken" –$19,825

The purpose of this project is to provide an enrichment program for culturally and economically deprived students. This will be in the areas of art, science, Indian culture, and

music. These were selected in order to provide each student with a broader background than is possible through the regular school program. The purpose is to increase awareness of local culture and to compare it with modern culture outside of local area.

North Kitsap, "Improving Indian Education" (pre-school to grade 8)–$62,100

Purpose is to provide pre-school to grade 8 Indian children with necessary staff, services and experiences to improve their chances for success in school; improve their self-concept and sense of identity; to coordinate school functions with the home and other concerned agencies; to influence drop-out rates, attendance, and achievement.

Wapato, "Preventive Health Care"–$11,254

This program is designed to give additional needed health services to minority and culturally deprived students that will be handled in addition to district's regular health program. This project is not totally Indian but, about 550 Indians will benefit, according to estimates.

*Seattle, "Research of Special Programs and Funding for Indian College Students"–$2,349

The purpose is to establish a Center for Information and Communications. The center will serve high school Indian students, University Indian students, the various tribes in the State, and other parties requesting information about Indian education, such as other Universities having Indian Studies programs, state agencies and high schools.

The Information Center will be located at the University of Washington.

*Schools not eligible for Johnson-O'Malley funds.

Pride in Heritage, Spokane

"The Indian, aware of his proud past and the rejection of his culture and heritage by a long dominant, more powerful and technologically-oriented society, has failed to enter the American mainstream in significant numbers.

"Indian children and their parents, who lived long and successfully before the coming of the white settlers, have not adapted well to the concept of mass education."

Thus, Spokane Public Schools initiated "Pride in Heritage; A Refocus of Indian Education", a state and federally-financed (Title III-URRD) program to give Indian children the opportunity to develop a positive self-image and stronger self-concept.

Change Process in Inchelium

During the past six months the State Superintendent of Public Instruction and the Northwest Regional Educational Laboratory have been working with the people of Inchelium, in northeast Washington, to improve their educational program. In so doing, these two agencies have been following a community Change Process Model under the leadership of Mr. Walt Hartenberger and Dr. Ray Jongeward of the Northwest Lab. The model comprises seven major phases:

1. an exploratory visit
2. a needs assessment
3. educational alternatives–site visitation by six to eight people
4. skill building workshop
5. reinforcement of task force teams
6. installation of selected alternatives
7. evaluation.

The purpose of the exploratory visit is to establish an understanding with the community and plan a schedule of events. In Inchelium, the Board met with representatives of the Superintendent's office and the Northwest Lab in April, 1970 and agreed to use the Change Process. This seemed an especially appropriate time for such intervention because the District was seeking a new superintendent.

The needs assessment was carried out in May. The purposes of the needs assessment included involvement of the staff, students, and the community, selection of community opinion leaders, and acquisition of information about the district. Three kinds of data were collected.

Type I. Characteristics of Students – test results, projected enrollment and interest surveys.

Type II. Opinions of Students, Teachers and Community Members on Educational Concerns.

Type III. Opinion Leader Data From Students, Teachers and Community.

The results of the needs assessment were tabulated, summarized and published in rough form before the end of May. Also, from the results of the needs assessment the Board selected the members of a Change Agent Team, including two students, two staff members, three board members, three members of the Johnson-O'Malley advisory committee, two Indians from the community, a farmer, a businesswoman, a parent, a teacher's aide, a person representing industry, a person from the Bureau of Indian Affairs, and three other community members.

For the third step, 8 members of the Change Agent Team were taken to Colorado to visit school districts comparable to Inchelium but with various kinds of programs. The districts visited were Georgetown, Idaho Springs and Meeker. In Denver,

the team met Dr. George Carney, one of the persons who has been instrumental developing the Change Process. The visitations took five days—May 17th to the 21st. In the evenings, team members learned communication skills, debriefed after each day's visits and kept a record of their observations and ideas. A report of this trip was prepared and presented to the community during the following month.

The Skill Building Workshop was carried out during the first week of June—May 31 to June 5. Through simulation, skills were developed in problem identification, prioritization, problem analysis and the development of plans for problem solution. These skills were then applied to the Inchelium School District.

During the summer, step 5, reinforcement of task force teams, was carried out by means of a series of visits by various persons from the State Superintendent's Office and the Northwest Lab. Meanwhile, of course, the District had found and employed Mr. Albert B. Crandall as their new superintendent. Mr. Crandall has made a study of the process as it applies to his district, and he has wholeheartedly entered into the plans developed by the Change Agent Team.

The last two phases of the community Change Process Model will be carried out during the coming months. A workshop on October 7 and 8 has served to introduce new staff members in Inchelium to the process and the skills, to provide a refresher for the former members of the Change Agent Team and to develop plans for the balance of the year. For the evaluation phase, the Change Agent Team members must be taught the necessary evaluation skills and those involved in reporting the results of the project to the community.

By June of 1971, it should be fairly evident what the effects of the Change Process have been for the first year. We are all looking forward to seeing a report of these results.

Wellpinit

Twenty-four American Indian students from Wellpinit High School visited the homes of Tumwater High School students, during a tour which brought the visitors in touch with Governor Evans, Lt. Gov. Cherberg, Secretary of State Kramer, Attorney General Gorton and Maxine Daley, state commissioner for employment security.

The tourists visited the State Office of Public Instruction, where they were hosted by Dr. Chester Babcock, assistant superintendent for curriculum and instruction; Lorraine Misiaszek, state supervisor of Indian education and other state office staff.

Bill Ward, Paul Rudis and other members of the Tumwater High staff; Bill Jeffries, assistant to the governor on Indian affairs; and Betty Deepers, Judy Argersinger and Ben Carlisle, Wellpinit High teachers, coordinated the tour.

This was the farthest from home many of the Indian students had been. Some were apprehensive at the thought of the trip, but after their visit west of the Cascades, decided that it was one of the most worthwhile trips they could possibly have made, in light of their experiences with Tumwater students and their contacts with state government.

The Wellpinit group financed its own trip. Lee Piper, director of the Seattle Neighborhood House Indian Program, arranged overnight accomodations for them at Fort Lawton in Seattle.

Special Activities

Each component of the Mt. Adams special program interrelates and complements the others.

Individualized Instruction: This component was developed primarily so that individuals would be allowed to maximize their own capacity, learning preference and interest. The district wished to ensure that each learner had the opportunity to learn at a pace best suited to him or her, that he or she have some options with respect to how he learns, and that his responsibility in demonstrated options are made increasingly available as to what the student will learn.

A review of their individualized instructional efforts led the staff to the belief that the most effective way to start an individualized instruction program was through: 1) staff motivation and training; 2) adequate provision for instructional materials and support by the administration.

Other avenues frequently used by districts include the building of new space facilities or rearrangement of space, and the frequent abrupt and radical change of scheduling. Mt. Adams School District decided to postpone these latter two in the interest of emphasizing staff involvement, instructional materials and administrative support for at least the first year. As needs then appear and are manifested by involved teachers, space and scheduling changes will be considered.

The district planned an initial staff training program early in the fall with sustained in-service training throughout the year, in cooperation with the Center for Migrant and Indian Education, the Instructional Service Center of the Bureau of Indian Affairs, Central Washington State College and the Northwest Regional Education Laboratory. What is planned is not a one shot or sporadic training program but a continuous intervention and assistance.

Indian History and Culture: This component of the program received the highest support from the district including Anglo parents and students as well as Indians. Mt. Adams School District proposes to collect, preserve, and integrate into the instructional system Indian history, traditions, arts and skills and language. Many of the patrons of the district volunteered their support for both materials and as resource specialists. The employment of local people as paraprofessionals and resource people will be an integral part of the plan. The district is prepared to develop a source materials center on Yakima Indian heritage.

The administration of the program will be through an Indian coordinator who will serve both as an instructor and administrator of the Indian heritage program. Candidates have been identified. An Indian parent committee and representatives of the Yakima Tribal Council will

serve as an advisory group. Local people will be identified and recruited as both paraprofessionals and resource specialists. Cooperative arrangements are being made with other agencies, e.g. the B.I.A., Tribal Council, Rough Rock Demonstration School, etc.

Differentiated Staffing Component: Major concerns of this component are to orient all staff including certified staff, paraprofessionals, aides, etc. to the needs of the students and to the potentialities of working together as a team. Particular emphasis was to be placed on employment of local adults from other major ethnic groups, i.e. Indian, Spanish American.

The district will initiate and maintain a continuous training program for paraprofessionals, student aides, and teachers and administrators so that they may work together as an effective team. An emphasis will be placed on hiring Indian people as paraprofessionals.

Vocational Education: This is envisaged as a K-12 program in which all aspects of vocational awareness involving field trips, exposure to resources, materials such as the SRA social studies packages. At the junior high school level the emphasis will be on vocational exploration including specialized trips, a broad study of occupations and interest and aptitude testing and counseling. At the high school level the emphasis will be on job entry skill level which will include study of available careers in some detail, the specific skill classes, and on the job training both in school and in the community.

Health Education and Development: Positive health practices and preventive health measures will be in emphasis throughout the school system. The program envisages a full time community nurse for the district with an adult aide in each building.

Learning Resource Center: The plan envisages the development of a modern learning resource center based in a separate facility with satellite centers at both elementary schools (as these are at some distance from the central headquarters).

The center will not only include such materials as: conventional library materials, professional materials for faculty, audio visual materials, microfilm, and an ERIC file, programmed instructional material but also areas for individual study, group interaction areas and instructional material production laboratories.

Quinaults Visit Olympia

Quinault Indian children from Taholah visited Olympia for a day during the school year, seeing the Capitol, the State Offices and the Old Capitol Building, headquarters of the State Office of Public Instruction.

They also visited Pioneer Elementary School in Olympia, where they dressed in ceremonial costumes, performed tribal dances and displayed artifacts.

Kamilche Fish Hatchery

A joint science and conservation project at Kamilche Elementary near Shelton had fifth and sixth graders planting salmon eggs in their own hatchery and watching over their brood during the 11 weeks incubation—from planting to hatching.

Don Whitener, school principal and member of the Squaxin Tribe, devised the project with the help of the U. S. Bureau of Sports Fisheries and Wildlife, the State Department of Fisheries, the Squaxin Indian Tribe and the U. S. Bureau of Indian Affairs.

The State Fisheries Department transferred 15,000 salmon eggs to the small hatchery that students helped to build about a mile from the school. The Squaxin Tribe supplied lumber, the Bureau of Sports Fisheries built a small dam to provide flowing water, BIA provided tanks and trays and the State Department of Fisheries provided the salmon.

The students checked on the tanks periodically and kept them cleaned. They learned first hand the intricacies of salmon hatching operations, furthering their concepts of natural science and fish conservation.

Johnson O'Malley funds began aiding the program late in the year (spring, 1970) when financing was needed to get the most out of the program.

NAME OF SCHOOL DISTRICT*	IDENTIFICATION OF PROGRAM PROVIDING INDIAN CHILDREN	APPROXIMATE AMOUNT EXPENDED					
		TITLE I	TITLE II	TITLE III	TITLE IV	URD	SNGS
Cape Flattery	Reading Specialist (Title 1) Makah Indian Day Care (URD) Indian Opportunity (URD)	1,967	 300		39,000	13,000 34,000	
Port Angeles	Reading Improvement (Title I) Reading Disability Prevention (Title III)	11,089	3,045	10,000			
Quillayute Valley	Compensatory Reading (Title I)	8,788	500				
Hazelmere							
Inchelium	Basic Education (Title I)	2,784	300				1,500
Keller							
North Beach	Improving Reading Success (Title I)	6,282	300				
Oakville	Enrichment Reading (Title I) Cultural Enrichment (URD)	7,489	300			19,825	
Quinault							
Taholah	Reading Clinic (Title I) Improvement in Reading (URD)	5,096	300			30,000	
Queets-Clearwater	Primary Reading and Library (Title I)	2,872	300				
Auburn	Improvement in Communications and Summer School for Indians (Title I) Pre-school (URD)	28,433	5,462			 31,000	

*This list includes only districts eligible for Johnson-O'Malley funds.

NAME OF SCHOOL DISTRICT*	IDENTIFICATION OF PROGRAM PROVIDING INDIAN CHILDREN	APPROXIMATE AMOUNT EXPENDED					
		TITLE I	TITLE II	TITLE III	TITLE IV	URD	SNGS
North Kitsap	Elementary Reading Improvement (Title I) Improving Indian Education (URD)	2,221	912			62,100	
Glenwood	Basic Education (Title I)	49	300				
Goldendale	Reading and Library-Aides (Title I)	5,775	456				
Klickitat	Basic Education (Title I)	244	300				
Lyle	Basic Education (Title I)	292					
Hood Canal	Basic Education (Title I)	538					
Kamilche Valley	Summer Reading (Title I)	660	300				
Brewster	Compensatory Education (Title I)	2,785	300				
Coulee Dam	Reading Advancement (Title I) Improve Learning Rate of Indian Children (URD) & Involve Community – Parents (URD) – Includes Nespelem	4,886	300			30,000	
Nespelem	Reading Development (Title I)	6,386					
Okanogan	Basic Education (Title I)	6,950					
Omak	Compensatory Education (Title I)	34,848	924				
Oroville	Academic Growth (Title I)	2,395	479				

NAME OF SCHOOL DISTRICT*	IDENTIFICATION OF PROGRAM PROVIDING INDIAN CHILDREN	APPROXIMATE AMOUNT EXPENDED					
		TITLE I	TITLE II	TITLE III	TITLE IV	URD	SNGS
Cusick	Basic Education (Title I)	3,208					
La Conner	Reading Improvement (Title I)	4,391					
Marysville	Basic Education (Title I)	27,162	2,186				5,333
Columbia	Basic Education (Title I)	2,327	300				
Mary Walker	Individualized Instruction (Title I)	4,202	300				
Wellpinit	Basic Education (Title I)	1,241					
Yelm	Basic Education (Title I) Indian Culture (URD)	2,865	462			2,144	
Ferndale	Basic Education (Title I) Follow-through (URD)	37,276	1,053			34,000	
Mount Baker	Reading – Library – Aides (Title I)	3,106	514				
Nooksack Valley	Basic Education (Title I)	6,752	529				
Granger	Basic Education (Title I)	4,913	436				
Mount Adams	Identification and Prevention of Dropouts (Title I)	32,794					
Toppenish	Language and Communication Skills (Title I)	26,069	1,662				
Wapato	Language and Social Development (Title I) Preventive Health Care (URD)	57,710	1,289			11,250	4,000

REVISED 12-12-68

School District: All Schools

Superintendent:

SUPERINTENDENT OF PUBLIC INSTRUCTION
1969

STATE SUMMARY REPORT

INDIAN ENROLLMENT (JOM PARTICIPANTS ONLY)

AVERAGE DAILY ATTENDANCE
Elementary:
High School:
NUMBER OF GRADUATES
8th Grade
12th Grade

AGE – GRADE		4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	Indian Enroll.	Transfers[1]	Drop outs[2]	Total Compl.	Total Enroll.
Kg.		33	276	31	1																	
1			8	206	102	18	1															
2				12	303	133	19	5	1		1											
3					12	286	127	32	3													
4						12	242	110	32	1												
5							15	243	93	13	1											
6								9	225	91	18	1	1									
7									12	221	134	23	5									
8								2	1	15	229	123	30	4								
El. Ug.																						
Total Elem.	33	284	249	318	449	404	401	367	342	384	147	36	4									
9										9	174	119	30	1		1						
10											1	155	99	16	4							
11												14	109	72	16							
12												1	3	95	75	5						
Sec. Ug.																						
Total Sec.										9	175	289	241	184	95	6						
Total El. & Sec.	33	284	249	318	449	404	401	367	342	393	322	325	245	184	95	6						

TOTAL ALL STUDENTS ALL SCHOOLS 4417

[1] *Students known to have re-enrolled in another school of any type.*

[2] *In reporting numbers of dropouts, show numbers and alphabetical keys by grade for the following categories: (a) withdrawn by parents, (b) marriage, (c) employment, (d) detained by law agencies, (e) illness, (f) death, (g) expelled, (h) other.* **Example:** *If five students are dropouts from the 11th grade from which two left school for marriage and three left for employment, show as follows in grade 11 block of* **dropout** *column: 2b, 3c.*

COMMENTS:

This form is designed for use by individual schools, and for district or county as well as State consolidated report. In the first column, elementary ungraded students (El. Ug.) may include pre-kindergarten as well as special students in any category. Secondary ungraded (Sec. Ug.) includes all special students of high school age.

Note that each column except at the extreme right is for Johnson-O'Malley-assisted Indian students only. The extreme right column is total enrollment of all students, regardless of ethnic group, enrolled in Johnson-O'Malley participating schools.

The summary report is to be included in the annual JOM report due by October 15 of each year in the Area and Central Offices of the Bureau of Indian Affairs.

*Figures should be as of October 1.

School districts with Johnson-O'Malley programs

1. Cape Flattery
2. Quillayute Valley
3. Queets-Clearwater
4. Taholah
5. Quinault
6. North Beach
7. Port Angeles
8. North Kitsap
9. Hood Canal
10. Kamilche Valley
11. Ferndale
12. Nooksack Valley
13. Mt. Baker
14. LaConner
15. Marysville
16. Auburn
17. Yelm
18. Oakville
19. Mt. Adams
20. Wapato
21. Toppenish
22. Granger
23. Goldendale
24. Glenwood
25. Lyle
26. Klickitat
27. Oroville
28. Omak
29. Brewster
30. Okanogan
31. Nespelem
32. Coulee Dam
33. Keller
34. Inchelium
35. Hazelmere
36. Columbia
37. Wellpinit
38. Mary Walker
39. Cusick